



Dear 21st Community Learning Center (CCLC) Grantee:

Attached is a copy of Virginia's ***Program Quality Self-Assessment for Continuous Improvement*** tool. This tool is designed to help you and your staff think critically about your program site, and assess its progress relative to measures that research has found to be related to successful after school programs.¹

This is a voluntary process that provides a quick tool for highlighting areas of success, areas of weakness, and topics for future statewide technical assistance.

When using this tool please follow these guidelines:

1. Ask program staff members to complete this form individually; this includes administrators, coordinators, teachers, aides, or volunteers who work with the program on a regular basis. Volunteers or paid staff who occasionally work in the program should not participate, since the form requires knowledge of various program facets.
2. Collect all completed forms. Use a blank form to tally the responses. For instance, if eight staff members completed forms, three checked "onset" and five checked "met" for an item, write those numbers in the appropriate box on the tally sheet.
3. Responses recorded in the open response boxes "**Areas of Strength**" and "**Suggestions for Improvement/Action Plan,**" should be summarized using bullets on the tally sheet, to facilitate review.
4. Encourage staff to respond honestly, since the purpose of this process is to encourage an open conversation about the program. If staff members are not familiar with an item, please ask them to indicate "Don't Know" rather than speculating. Also, encourage staff to suggest areas where technical assistance or professional development is needed.
5. How to interpret results:
 - Items that elicit large numbers of "onset" responses require attention.
 - Items with large numbers of "don't know" responses also require attention, as it suggests a breakdown in communication about the program, its components, goals, and objectives, etc.
 - Items with majority of "in progress" or "met" responses highlight areas of program strength and the strategy or approach should be described in the indicated box.

¹ New York State Afterschool Network (2005). *Program Quality Self-Assessment Tool*. Available at <http://www.emsc.nysed.gov/sss/21stCCLC/NYSAN-SA-Tool.doc>; Reissner, E.R., White, R.N., Russell, C.A., & Birmingham, J. (2004). *Building Quality, Scale and Effectiveness in After School Programs*, Summary Report of the TASC Evaluation. Washington, DC: Policy studies Associates, Inc., Raley, R., Grossman, J. & Walker, K.E. (2005) *Getting it Right, Strategies for After-School Success*. Philadelphia, PA: Public/Private Ventures.

- The “total” row provided at the end of each section (e.g., Academic Focus, Compliance with 21st CCLC Regulations, etc), may help to summarize broad areas where the program may need to focus attention or highlight strengths.
 - There is no final score in this process. A detailed analysis of results is the best way to focus attention on quality program implementation, to promote evidence-based decision-making.
6. Results should be discussed during staff meetings to promote shared understanding of program weaknesses and strengths and steps to address needs. This sharing of findings and solutions enriches the discussion by incorporating different points of view, promotes staff cohesiveness, and facilitates buy-in of improvement planning.
 7. Upon completion, please send a copy of your tally sheet with summarized comments in the “**Areas of Strength**” or “**Suggestions for Improvement/Action Plan**” section on page 8 to Janet.Ferber@doe.virginia.gov. The results will be used to identify technical assistance topics to be addressed at the statewide spring and fall institutes. Further, grantees/sites may be invited to share their successful strategies for a strong program at an upcoming statewide institute.
 8. To save a copy of this file for your local use:
 - Open it as “Read Only”;
 - Execute “File” on top menu bar, “Save As” from “File” window;
 - Select “Tools” in the next window’
 - Select either “General Options” or “Security Options” (depending on your version of Word);
 - Delete the asterisks (****) in the “Password to Modify” box; and UNCHECK the “Read Only” box;
 - Save it with a different name on your local drive

For questions about the tool and identified technical assistance needs, please contact your Virginia Department of Education assigned education specialist, either Duane C. Sergent (Duane.Sergent@doe.virginia.gov) or Dr. Tony Dursa (Anthony.Dursa@doe.virginia.gov).

Definition of Performance Levels:	
Onset	This feature does not currently exist, or is in the very early stages of development.
In Progress	Currently working on this feature and progress is being made; however, there is room for improvement.
Met	This feature is fully developed or practiced consistently and has contributed to the success of the program.
Don’t Know	Unfamiliar with this feature (<i>please don’t use this option to avoid making a decision, use it only if sincerely unaware of the feature</i>).
TA/PD	Technical assistance or professional development is needed before improvements can be made.

Grantee Name: _____

School(s) Served: _____

Site Name: _____

Person Completing This Tool: _____

Phone Number: _____

E-mail: _____ **Date:** _____

Indicators of Effective Programming	Performance Level				
	Onset	In Progress	Met	Don't Know	TA/ PD
Academic Focus					
1. Academic focus is embedded into all activities.					
2. Activities are aligned with state learning standards.					
3. Activities are guided by lesson plans that have a strong theoretical base.					
4. Project-based, experiential activities that are academically challenging are offered.					
5. Language arts and mathematics support use curriculum that is aligned with school(s) curricula.					
6. Student learning needs and accomplishments are regularly assessed and documented.					
<i>Total Academic Focus</i>					
Compliance with 21st Century CLC Regulations					
7. The program is well-rounded, that is, it addresses academic, physical, social, and emotional needs of the participants.					
8. Families of students are provided with enriching literacy and other educational opportunities.					
9. Families of students are provided with strategies and encouragement to support student learning needs.					
10. The program offers established time, place, and supplies for homework completion.					
11. Students who don't have homework are offered alternative activities (no idle time).					

Indicators of Effective Programming	Performance Level				
	Onset	In Progress	Met	Don't Know	TA/PD
12. The program has an evaluation component and uses findings for continuous improvement.					
<i>Total Compliance with 21st CCLC Regulations</i>					
Address Youth Development Needs					
13. The program offers students with opportunities for developing personal responsibility, leadership, and team work skills.					
14. Students are involved in planning and leading activities to foster motivation and leadership skills.					
15. Student work and achievements are celebrated and showcased.					
16. Daily activities offer opportunities for group learning and peer cooperation.					
17. Activities incorporate incremental challenges to promote growth.					
18. Students are motivated to attend by providing diverse after school activities.					
<i>Total Address Youth Development Needs</i>					
Ensuring Safety					
19. The program offers a safe and clean environment.					
20. Arrival and dismissal procedures are carefully planned and monitored.					
21. The program has clear rules of conduct that are shared with students and families and enforced.					
22. Staff is informed about special health needs of participants.					
23. Emergency procedures have been developed and shared with staff and families.					
24. At least one staff in the program is First Aid/CPR certified.					
<i>Total Ensuring Safety</i>					
Coordination with School					
25. Program activities are coordinated with school(s)' curriculum and events.					
26. Regular communication between day school and after school staff is maintained to monitor academic and behavioral progress of students.					
27. Program staff are aware of accommodations and					

Indicators of Effective Programming	Performance Level				
	Onset	In Progress	Met	Don't Know	TA/PD
supports needed for students with disabilities.					
28. Program director and school administration frequently discuss program and school coordination.					
<i>Total Coordination with School</i>					
Staff and Professional Development					
29. Staff and volunteers are actively recruited, trained, and supported.					
30. Staff and volunteers share a common vision about program goals and outcomes.					
31. Project director encourages staff to draw on their interests, talents, and skills to offer creative enrichment program.					
32. Staff meets regularly to review program delivery, student needs, and future plans.					
33. Staff are supported to work in close collaboration with the regular school day staff and community partners.					
34. Staff is provided with paid professional development days.					
35. Topics on child development, curriculum planning, and cooperative learning are part of the professional development plan.					
36. Student to staff ratio is maintained at approximately 20 to 1 per activity.					
37. Formal staff evaluations are conducted regularly and encourage reflection on performance.					
<i>Total Professional Development</i>					
Partnerships					
38. Strategies for communication between program and community organizations are clearly defined.					
39. Program purpose is clearly articulated by all partners.					
40. Families, schools, and community partners are encouraged to participate in planning and implementation of program activities.					
41. The program encourages new partners and has a system for orienting them to program purpose, goals, and procedures.					
42. All partners and contractors feel accountable to program outcomes and performance measures.					

Indicators of Effective Programming	Performance Level				
	Onset	In Progress	Met	Don't Know	TA/PD
43. Program activities provided by partners/contractors are reviewed regularly for performance.					
44. Program reports and evaluation findings are disseminated and discussed with partners/contractors.					
<i>Total Partnerships</i>					
Sustainability					
45. Additional funding sources (federal, state, local) are accessed to supplement program activities.					
46. Anecdotal “good news” stories are collected and shared to increase program support in the community.					
47. Partnerships with businesses and foundations are procured to expand program resources.					
<i>Total Sustainability</i>					
Management and Governance					
48. The program has procedures for recruitment, registration, and retention of participants to ensure that the target audience is being reached and served.					
49. Attendance and participation expectations are clearly communicated to families, school, partners, and participants.					
50. Staff and volunteers receive handbooks that outline program expectations, policies, and procedures.					
51. Job descriptions exist for all staff with clearly defined responsibilities.					
52. Supplies are organized and accessible to staff and volunteers.					
53. A calendar of activities is regularly disseminated to families, participants, and partners.					
54. Required reports are submitted in a timely manner.					
55. Expenses are continuously tracked and matched to program components.					
56. Clear memorandum of understanding with partners and contracts with providers are in place, monitored for compliance, and services documented.					
57. Parents, students, staff, and partners have					

Indicators of Effective Programming	Performance Level				
	Onset	In Progress	Met	Don't Know	TA/PD
opportunities to provide feedback on program.					
58. An Advisory Committee of stakeholders is established and meets at regular intervals to review program progress against proposal and performance measures.					
<i>Total Management and Governance</i>					

Areas of Strength

In bullet format, please cite specific strategies and factors that you consider as contributing to the success of the program.

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Suggestions for Improvement /Action Plan

In bullet format, please propose ideas, or summarize existing plans to strengthen areas of need.

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END OF TOOL